

A Study of Achievement in English of High School Students

* **Urmila Malik, Sunita** and Parveen *****

* Associate Professor, C. R. College of Education, Hisar, India

** Research Scholar, Banasthali Vidyapith, Rajasthan, India

*** Research Scholar, Kurukshetra University, Kurukshetra, India

Abstract

Students need to know how they can earn the achievement in academic performance. The performance of students in a class is usually judged by their achievement scores in the examinations, which is often considered as their academic achievement. Academic achievement is the center around which our educational system moves. English is a language which has got varied utilitarian functions. It is being regarded as a global language. The present study is an effort to find out the difference in achievement of high school students in English subject. The paper throws light on the academic achievement in English. A sample of 120 students of hisar district was selected for the study using random sampling technique. The present study revealed that there is non-significant difference between achievement of male and female students of government and private high schools in English at 0.05 level of significance.

KEYWORDS: Achievement, English, High Schools

Introduction

Students are most essential asset for any educational institute. The social and economic development of the country is directly linked with student's academic performance. The student's performance (academic achievement) plays an important role in producing the best quality students who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali et.al, 2009).The excellent academic performance is an ultimate goal of study for every student because it provides the half way of success in the future. Students need to know how they can earn the achievement in academic performance. The performance of students in a class is usually judged by their achievement scores in the examinations, which is often considered as their academic achievement. Academic achievement is the center around which our educational system moves. Generally, the scholastic achievement refers to the degree of mastery in certain areas of study attained in a prescribed line and measured by the examination system. Academic achievement refers to standardized test scores, grades, and overall academic ability and performance outcomes. Academic achievement is a complex student behavior and underlies several abilities, e.g., memory, previous knowledge or aptitude as well as psychological factors such as motivation, interests, temperaments or emotions etc. Academic Achievement plays a very significant and vital role in the attainment of the idea of harmonious development of the child. Good academic record and its proper development to certain extent predict the future of the child. Academic achievement refers to the degree or level of success attained in some specific area concerning scholastic or academic work. In

general, it refers to the scores obtained in the annual examinations. It has always been a vital factor in the life of an individual as it predicts the future of the child. Thus academic achievement is the knowledge and skills obtained by a student in various subjects taught at school.

The present age is the age of rapid change and of competitions. For educational competitions academic achievement is considered essential and equally important. In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. In the global economy of today English has become an instrument of success. English is a language which has got varied utilitarian functions. It is being regarded as a global language. English is the main medium of teaching, as it is practically impossible for a new person to study in the local language of the country. Hence, education has, by far, increased the importance of English to a great extent. In a multilingual nation like India English plays a vital role as a lingua franca. It is a symbol of people's aspiration for quality in education and further participation in national and international affairs. English is a link language. Different people can communicate with one another with the help of English. Secondly, all advanced knowledge in science, technology and medicine is available in English. English is an international language. English is the language of the Constitution, the Supreme Court, the High Courts and official departments. English is now firmly rooted in the soil of India. It has become a part of Indian life. It has played an important part in India's national life and educational system. Thus English has great importance for the integrity of India. It has to be second language in our country for the better development of the country. English has today become one of the major languages of the world. English is not only the language of world civilization. Even Mahatma Gandhi who was supporter of mother tongue said, "English is a language of international importance in the domain of commerce. It is the language of diplomacy and it contains a rich literacy treasure. It gives us an introduction to western thoughts and culture."

Statement of the problem

A study of achievement in English of High School Students.

Academic achievement

Chen 2007: Academic achievement is "a student's academic performance in school."

Hazarika, M. 1998: The word 'achievement' means 'performing successfully or things have done successfully, especially with effort and skill', and 'academic' means 'of schools and education'. Thus 'academic achievement' refers to educational performance of the students studying in schools. It indicates how far they are successful in acquiring knowledge, understanding and skills in different subjects imparted to them in the schools.

Objectives of the Study

1. To find out the difference in achievement of male and female students of high schools in English.
2. To find out the difference in achievement of male and female students of private high schools in English.
3. To find out the difference in achievement of male and female students of government high schools in English.

Hypothesis

1. There exists significant difference in achievement of male and female students of high schools in English.

2. There exists significant difference in achievement of male and female students of private high schools in english.
3. There exists significant difference in achievement of male and female students of government high schools in english.

Methodology

Sample for the study: Random sampling technique was used in the selection of sample from different Government and private high schools of hisar district. The researcher used survey method to collect the data. The sample consisted of 120 students of high schools.

Tools Employed:

In this study academic achievement was taken on the basis of the scores of English obtained by students in their previous class.

Statistical techniques used:

The choice of statistical techniques depends upon the nature of the distribution of scores and the hypothesis to be tested. Since the basic objectives of the study were to find out the significance differences between two comparable groups of students of government and private high schools. So ‘t’ test was thought of as the most appropriate statistical technique which had been used to analysis the data.

Result Analysis and Findings

Achievement of male and female students of high schools in English:

Since the basic objectives of the study was to study the “achievement of male and female students of high schools in English”, researcher formed a hypothesis that there is significant difference in achievement of male and female students of high schools in english. To test the hypothesis the researcher calculated the mean, S.D. and ‘t’ value both of male and female students of high schools in English which is shown in the Table No 1.

Table 1: Mean, SD and t value of Achievement of male and female students of high schools in English

Gender	N	Mean	SD	t-value
Male	60	43.5	24.86	0.61 NS at 0.05 level of significance
Female	60	46.25	24.75	

Interpretation:

Table 1 indicates that the mean score of achievement of male and female students of high schools in English is 43.5 and 46.25 respectively. It shows that achievement of female is higher than achievement of male students of high schools in English. The t-ratio for achievement of male and female students of high schools in English is 0.61. There is difference in the achievement of students of high schools in English but it is non-significant at 0.05 level of significance. From the above table it is clear that on comparing achievement of male and female students of high schools in english researcher find that there is non-significant difference between achievement of male and female students of high schools in English. So the hypothesis has been rejected.

Achievement of male and female students of government high schools in English:

Since the basic objectives of the study was to study the “achievement of male and female students of government high schools in English”, researcher formed a hypothesis that there is significant difference in achievement of male and female students of

government high schools in English. To test the hypothesis the researcher calculated the mean, S.D. and 't' value both of male and female students of government high schools in English which is shown in the Table No2.

Table 2: Mean, SD and t value of Achievement of male and female students of government high schools in English

Gender	N	Mean	SD	t-value
Male	60	47	23.38	0.04 NS at 0.05 level of significance
Female	60	47.3	25.52	

Interpretation:

Table 2 indicates that the mean score of achievement of male and female students of government high schools in English is 47 and 47.3 respectively. It shows that female and male students of government high schools have almost equal achievement in English. The t-ratio for achievement of male and female students of government high schools in English is 0.04. It is non-significant at 0.05 level of significance. From the above table it is clear that on comparing achievement of male and female students of government high schools in English researcher find that there is non-significant difference between achievement of male and female students of government high schools in English. So the hypothesis has been rejected.

Achievement of male and female students of government private high schools in English:

Since the basic objectives of the study was to study the "achievement of male and female students of private high schools in English", researcher formed a hypothesis that there is significant difference in achievement of male and female students of private high schools in English. To test the hypothesis the researcher calculated the mean, S.D. and 't' value both of male and female students of private high schools in English which is shown in the Table No3.

Table 3: Mean, SD and t value of Achievement of male and female students of private high schools in English

Gender	N	Mean	SD	t-value
Male	60	40.6	29.9	1.02 NS at 0.05 level of significance
Female	60	47.3	24.17	

Interpretation:

Table 3 indicates that the mean score of achievement of male and female students of private high schools in English is 40.6 and 47.3 respectively. It shows that achievement of female is higher than achievement of male students of private high schools in English. The t-ratio for achievement of male and female students of private high schools in English is 1.02. There is difference in the achievement of students of private high schools in English but it is non-significant at 0.05 level of significance. From the above table it is clear that on comparing achievement of male and female students of private high schools

in English researcher find that there is non-significant difference between achievement of male and female students of private high schools in English. So the hypothesis has been rejected.

CONCLUSION

There is non-significant difference between achievement of male and female students of government and private high schools in english at 0.05 level of significance.

REFERENCES:

- 1 Hassan,D. and Rao,A.V.2012.Relationship between study habits,socio economic status and academic achievement of class tenth students. Edu Tracks. (11) 12, pp.43-48.
- 2 Rana, S.H and Kausar, R.2011. Comparison of Study Habits and Academic Performance of Pakistani British and White British Students. Pakistan Journal of Social and Clinical Psychology, Vol. 9, pp 21-26.Page 324.
- 3 Panda,M. 2005 .Correlation between academic achievement and intelligence of class nineth students.Edu Tracks.(5) 1,pp.36-38.
- 4 Kaul, Lokesh. 2004. Methodology of Educational Research, New Delhi.Vikas Publishing House Pvt. Ltd.
- 5 Garrett, Henry. E 1981. Statistics in psychology and education Vakils, Effer and Simons Ltd., Bombay.